

Presentation Planning

As you and your teammates plan your Classroom Management Presentation, you have a lot to consider. Maine's Standard 3 for teachers is: **"Learning Environments: The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation."** Wow. Sounds a lot like Meaningful Engaged Learning. So how will you and your teammates create such an environment as part of your presentation?

Though your planning is as a group, please answer these questions on your own with your personal opinions and perceptions of your team's plan.

Your name: Elizabeth Ferry

Your team's Classroom Management topic: Distractions

3.1 What do you plan to do in both your planning and in your actual presentation that will insure that your learning environment is safe and respectful?

The manner in which I address my audience is extremely important. For the textbook itself, the language that I use and the tone in which I make my statements can help determine how safe and respected my students feel. During the presentation it was important to remember not to talk AT my audience but rather talk to and with them. Having discussion and giving the audience chances to contribute to thinking will hopefully ensure that the learning environment is safe and respectful.

3.1 What have you planned that will encourage positive social interaction?

Positive social interactions will be promoted through the word wall (everyone can see what their peers think/feel and they have the opportunity to reflect/agree with what was said), class discussion (people chiming in when they desired and interacting with their peers), and improvisation skits (bouncing ideas off one another and working together to create an accurate depiction of task they were given).

3.2 Describe what you feel is the most engaging portion of your presentation where students will be working/thinking individually and tell why it is so engaging in terms of student thinking and student involvement with the content you are teaching / presenting.

The most engaging portion of the presentation where students were able to THINK individually was during the instructional talking phase. We, as speakers, really tried to exhibit good talking techniques to keep our audience's attention and break it up so we varied a) who was speaking and b) the topic we were covering. It was very important for our audience to first think through all the new concepts we were telling them about on an individual level before they applied what they learned in the next segment.

3.2 Describe what you feel is the most engaging portion of your presentation where students will be working collaboratively and tell why it is so engaging in terms of

student thinking and student involvement with the content you are teaching / presenting.

After students have the opportunity to think independently about the concepts they were put into groups to apply what they were taught in their own collaborative way. They were strategically placed in groups to encourage different types of people coming together to form a finished skit. This group work was designed to allow students the opportunity to collaborate the learned concepts with their peers to deepen their understanding of the material.

3.3 List some of the individual learning activities you have planned. When your “students” are working individually, how will you encourage them to be self-directed?

The students were to individually complete a homework assignment the night prior to our presentation. They wrote experiences or worries they have about dealing with possible distractions. During our instruction they were individually thinking about how they would apply the tips, tricks, and concepts we were discussing in their own classroom. We stressed the point that each teacher is going to handle distractions different and there are many grey areas when it comes to classroom management. We will encourage our students to be self-directed by thinking what works best for them (as the teacher) and weighing what will work best for their students.

3.3 List some of the collaborative / cooperative / team learning activities you have planned. When your “students” are working collaboratively, how will you encourage them to be self-directed while contributing equally to the group?

The students will be participating in collaborative learning through the creation of their group skits (demonstrating the concepts that were just taught to them). They are encouraged to contribute equally and individually be self-directed so that their group will be diverse, well-rounded, and contain multiple ways of approaching situations.